



## MERRIWETHER ELEMENTARY

565 Spring Haven Drive  
North Augusta, South

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 768 Students           |              |
| <b>Principal</b>      | Wayne Marchant         | 803-279-9993 |
| <b>Superintendent</b> | Dr. Mary Rice-Crenshaw | 803-275-4601 |
| <b>Board Chair</b>    | Sallie B. Cooks        | 803-663-6539 |

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|---------------|
| <b>2010</b> | <b>Average</b>  | <b>Good*</b>  |
| 2009        | Good            | Average       |
| 2008        | Average         | At-Risk       |
| 2007        | Good            | Below Average |
| 2006        | Good            | Below Average |

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

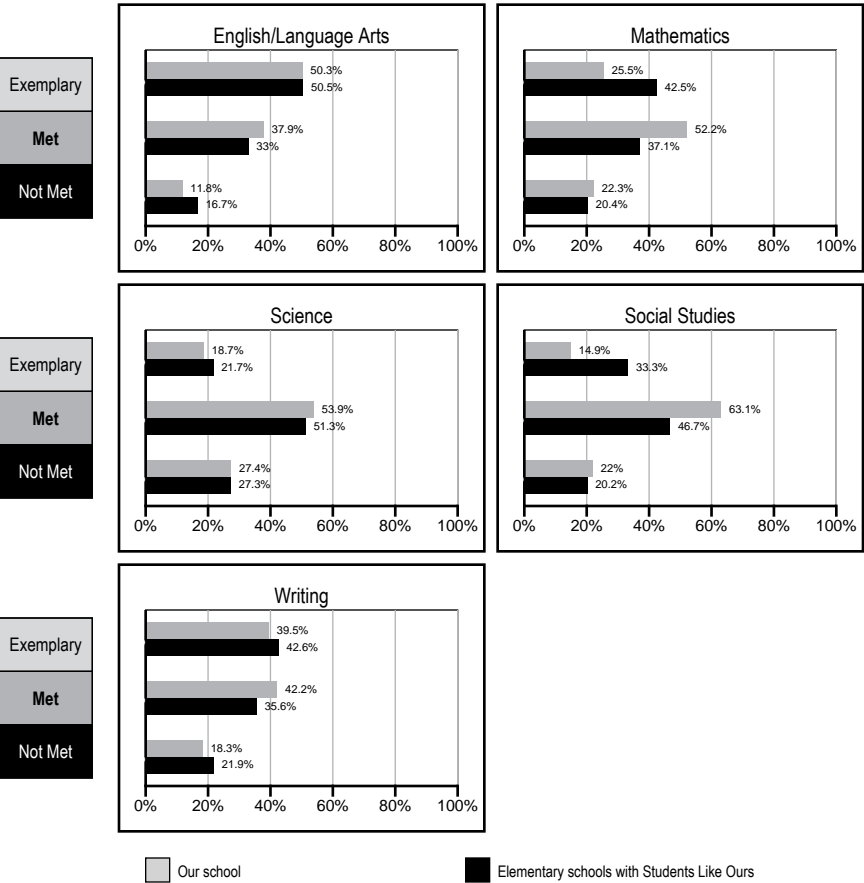
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 30        | 31   | 18      | 0             | 0       |

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

|           |   |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met       | "Met" means the student met the grade level standard.   |
| Not Met   | "Not Met" means that the student did not meet the grade level standard.                               |

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=768)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 2.5%       | Down from 3.0%        | 0.8%                                       | 1.2%                     |
| Attendance rate  | 96.0%      | Down from 96.4%       | 96.5%                                      | 96.1%                    |
| Eligible for gifted and talented   | 11.1%      | Down from 12.5%       | 17.0%                                      | 11.7%                    |
| With disabilities other than speech  | 7.0%       | Down from 8.0%        | 7.0%                                       | 8.0%                     |
| Older than usual for grade   | 1.3%       | Down from 1.7%        | 0.2%                                       | 0.4%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.1%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=48)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 66.7%      | Up from 64.7%         | 62.9%                                      | 60.5%                    |
| Continuing contract teachers   | 91.7%      | Down from 96.1%       | 86.1%                                      | 84.6%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year  | 91.3%      | Down from 93.9%       | 89.3%                                      | 87.0%                    |
| Teacher attendance rate  | 96.0%      | Down from 96.6%       | 95.7%                                      | 95.4%                    |
| Average teacher salary*  | \$46,796   | Down 1.8%             | \$48,756                                   | \$47,288                 |
| Professional development days/teacher  | 9.6 days   | Down from 11.4 days   | 11.7 days                                  | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 1.0        | Down from 10.0        | 4.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 20.2 to 1  | Up from 18.3 to 1     | 19.9 to 1                                  | 19.2 to 1                |
| Prime instructional time   | 90.9%      | Down from 92.5%       | 91.8%                                      | 90.8%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Character development program  | Good       | Down from Excellent   | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$6,656    | Up 9.3%               | \$7,202                                    | \$7,548                  |
| Percent of expenditures for instruction**                                    | 72.8%      | Down from 74.2%       | 69.3%                                      | 68.7%                    |
| Percent of expenditures for teacher salaries**                               | 72.0%      | Down from 72.9%       | 66.3%                                      | 65.1%                    |

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Report of Principal and School Improvement Council

Merriwether Elementary is challenged daily with an enrollment of approximately 770 students within a growing community. Our goal is to make a difference with our students by providing a rigorous curriculum to help them develop into contributing members of our community. The climate at Merriwether is defined through a staff that nurtures our students and is committed to meeting their emotional, physical, social, and developmental needs.

We are a standards-based school that fully aligns its curriculum with the South Carolina state standards and meets the criteria to be SACS accredited. With a new administration comes a new vision and daily operation of the school. The one thing that will not change, however, is the high expectations set by previous administrations for our students. Using many forms of test data (i.e. MAP, PASS, DIBELS, and STAR), we can direct our instruction to give our students their best chance to succeed. Using this data will also help fully implement Response to Intervention (RTI) for the 2010-2011 school year. These measures will assist students who need additional support in reading and math. This will be our 2nd year using the Math-Out-Of-The-Box curriculum that has been implemented district-wide. We are excited about the addition of Study Island to help students practice state standards at school and at home in reading and math. Our upgrade for Accelerated Reading has given students many more opportunities to be successful readers.

In addition to these programs, our teachers have been given more days of staff development to further assess the needs of our students. With more accountability and a more restrictive budget, our schools are asked to do more with less each and every year. At Merriwether Elementary, we will continue to do our very best to give your child the best education possible each and every day. We are blessed to have the support of our parents, grandparents, volunteers, and community in helping us with our efforts to fulfill our motto, "Making a Difference."

Thank you,

Wayne Marchant, Principal  
JanJee Hitt, SIC Chair

Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 37       | 94        | 58       |
| Percent satisfied with learning environment            | 97.3%    | 88.3%     | 89.5%    |
| Percent satisfied with social and physical environment | 100.0%   | 85.9%     | 96.6%    |
| Percent satisfied with school-home relations           | 100.0%   | 88.2%     | 93.1%    |

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

No Child Left Behind

|                                 |    |
|---------------------------------|----|
| School Adequate Yearly Progress | NO |
|---------------------------------|----|

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

|                           |     |
|---------------------------|-----|
| School Improvement Status | CSI |
|---------------------------|-----|

| School Improvement Key |   |
|------------------------|---|
| NI                     | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| CSI                    | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| CA                     | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| RP                     | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R                      | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.                                |
| DELAY                  | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."            |
| HOLD                   | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."      |

| Teacher Quality and Student Attendance                                  |              |       |
|---|--------------|-------|
|   | Our District | State |
| Classes in low poverty schools not taught by highly qualified teachers  | 6.4%         | 1.9%  |
| Classes in high poverty schools not taught by highly qualified teachers | N/A          | 5.6%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 2.4%       | 0.0%            | No                  |
| Student attendance rate                         | 96.0%      | 94.0%*          | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

|  | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 386 | 99.7 | 11.8 | 37.8 | 50.4 | 93.7 | 83.9 | 83.5 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 201 | 99.5 | 12.2 | 36.7 | 51.1 | 94.7 | 80.7 | 80.1 | N/A | N/A |
| Female                       | 185 | 100  | 11.3 | 39   | 49.7 | 92.7 | 87.4 | 87   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 284 | 99.7 | 9.4  | 35.7 | 54.9 | 95.9 | 90.3 | 89.6 | Yes | Yes |
| African American             | 92  | 100  | 20.2 | 41.6 | 38.2 | 86.5 | 76.3 | 74.6 | Yes | Yes |
| Asian/Pacific Islander       | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 92.7 | I/S | I/S |
| Hispanic                     | 7   | I/S  | I/S  | I/S  | I/S  | I/S  | 83   | 79.6 | I/S | I/S |
| American Indian/Alaskan      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 85.1 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 47  | 100  | 52.4 | 31   | 16.7 | 64.3 | 49.5 | 51.7 | Yes | Yes |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  | 69.5 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 74.1 | 79   | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 183 | 100  | 19.2 | 41.3 | 39.5 | 87.4 | 77.6 | 76.9 | Yes | Yes |

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 386 | 99.7 | 22.2 | 52.1 | 25.8 | 86.3 | 76.3 | 80.4 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 201 | 99.5 | 18.6 | 49.5 | 31.9 | 86.7 | 74.3 | 78.4 | N/A | N/A |
| Female                       | 185 | 100  | 26   | 54.8 | 19.2 | 85.9 | 78.4 | 82.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 284 | 99.7 | 18.4 | 51.1 | 30.5 | 88.7 | 85.4 | 87.8 | Yes | Yes |
| African American             | 92  | 100  | 33.7 | 55.1 | 11.2 | 78.7 | 65.8 | 69.3 | Yes | Yes |
| Asian/Pacific Islander       | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 93.5 | I/S | I/S |
| Hispanic                     | 7   | I/S  | I/S  | I/S  | I/S  | I/S  | 68.1 | 78.3 | I/S | I/S |
| American Indian/Alaskan      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 83.2 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 47  | 100  | 66.7 | 21.4 | 11.9 | 45.2 | 39.1 | 46.1 | No  | Yes |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  | 71.4 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 59.3 | 78.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 183 | 100  | 35.3 | 46.1 | 18.6 | 77.2 | 68.4 | 72.8 | Yes | Yes |

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

|  | Enrolment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary |
|--|---------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
|--|---------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|

**Science**

|              |     |      |      |      |      |      |      |      |
|--------------|-----|------|------|------|------|------|------|------|
| All Students | 256 | 99.6 | 27.4 | 53.9 | 18.7 | 72.6 | 61.3 | 67.3 |
|--------------|-----|------|------|------|------|------|------|------|

**Gender**

|      |     |      |      |      |      |      |      |      |
|------|-----|------|------|------|------|------|------|------|
| Male | 134 | 99.3 | 21.8 | 54.8 | 23.4 | 78.2 | 62.4 | 66.9 |
|------|-----|------|------|------|------|------|------|------|

|        |     |     |      |    |      |      |    |      |
|--------|-----|-----|------|----|------|------|----|------|
| Female | 122 | 100 | 33.3 | 53 | 13.7 | 66.7 | 60 | 67.7 |
|--------|-----|-----|------|----|------|------|----|------|

**Racial/Ethnic Group**

|       |     |      |    |      |      |    |      |      |
|-------|-----|------|----|------|------|----|------|------|
| White | 187 | 99.5 | 23 | 55.2 | 21.8 | 77 | 72.4 | 79.6 |
|-------|-----|------|----|------|------|----|------|------|

|                  |    |     |      |      |      |      |      |      |
|------------------|----|-----|------|------|------|------|------|------|
| African American | 60 | 100 | 41.4 | 48.3 | 10.3 | 58.6 | 47.5 | 49.7 |
|------------------|----|-----|------|------|------|------|------|------|

|                        |   |     |     |     |     |     |     |      |
|------------------------|---|-----|-----|-----|-----|-----|-----|------|
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 84.4 |
|------------------------|---|-----|-----|-----|-----|-----|-----|------|

|          |   |     |     |     |     |     |      |      |
|----------|---|-----|-----|-----|-----|-----|------|------|
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | 65.8 | 59.4 |
|----------|---|-----|-----|-----|-----|-----|------|------|

|                         |   |     |     |     |     |     |     |      |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 69.5 |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|

**Disability Status**

|          |    |      |    |      |     |    |      |      |
|----------|----|------|----|------|-----|----|------|------|
| Disabled | 34 | 97.1 | 70 | 26.7 | 3.3 | 30 | 25.8 | 33.8 |
|----------|----|------|----|------|-----|----|------|------|

**Migrant Status**

|         |   |     |     |     |     |     |     |      |
|---------|---|-----|-----|-----|-----|-----|-----|------|
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 36.5 |
|---------|---|-----|-----|-----|-----|-----|-----|------|

**English Proficiency**

|                            |   |     |     |     |     |     |    |      |
|----------------------------|---|-----|-----|-----|-----|-----|----|------|
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | 55 | 58.6 |
|----------------------------|---|-----|-----|-----|-----|-----|----|------|

**Socio-Economic Status**

|                  |     |      |    |      |     |    |      |      |
|------------------|-----|------|----|------|-----|----|------|------|
| Subsidized meals | 118 | 99.2 | 40 | 50.5 | 9.5 | 60 | 50.6 | 55.4 |
|------------------|-----|------|----|------|-----|----|------|------|

**Social Studies**

|              |     |      |    |      |      |    |      |      |
|--------------|-----|------|----|------|------|----|------|------|
| All Students | 254 | 99.6 | 22 | 63.1 | 14.9 | 78 | 64.4 | 70.9 |
|--------------|-----|------|----|------|------|----|------|------|

**Gender**

|      |     |     |    |      |      |    |      |      |
|------|-----|-----|----|------|------|----|------|------|
| Male | 129 | 100 | 19 | 57.9 | 23.1 | 81 | 64.2 | 70.1 |
|------|-----|-----|----|------|------|----|------|------|

|        |     |      |    |      |     |    |      |      |
|--------|-----|------|----|------|-----|----|------|------|
| Female | 125 | 99.2 | 25 | 68.3 | 6.7 | 75 | 64.7 | 71.7 |
|--------|-----|------|----|------|-----|----|------|------|

**Racial/Ethnic Group**

|       |     |      |      |      |      |      |      |      |
|-------|-----|------|------|------|------|------|------|------|
| White | 186 | 99.5 | 19.5 | 64.4 | 16.1 | 80.5 | 74.3 | 79.2 |
|-------|-----|------|------|------|------|------|------|------|

|                  |    |     |      |      |     |      |      |      |
|------------------|----|-----|------|------|-----|------|------|------|
| African American | 64 | 100 | 30.2 | 60.3 | 9.5 | 69.8 | 52.8 | 58.4 |
|------------------|----|-----|------|------|-----|------|------|------|

|                        |   |     |     |     |     |     |     |      |
|------------------------|---|-----|-----|-----|-----|-----|-----|------|
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 86.8 |
|------------------------|---|-----|-----|-----|-----|-----|-----|------|

|          |   |     |     |     |     |     |      |    |
|----------|---|-----|-----|-----|-----|-----|------|----|
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 55.2 | 68 |
|----------|---|-----|-----|-----|-----|-----|------|----|

|                         |   |     |     |     |     |     |     |      |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 71.2 |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|

**Disability Status**

|          |    |     |      |      |     |      |      |      |
|----------|----|-----|------|------|-----|------|------|------|
| Disabled | 27 | 100 | 62.5 | 29.2 | 8.3 | 37.5 | 34.1 | 39.3 |
|----------|----|-----|------|------|-----|------|------|------|

**Migrant Status**

|         |   |     |     |     |     |     |     |    |
|---------|---|-----|-----|-----|-----|-----|-----|----|
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 55 |
|---------|---|-----|-----|-----|-----|-----|-----|----|

**English Proficiency**

|                            |   |     |     |     |     |     |    |    |
|----------------------------|---|-----|-----|-----|-----|-----|----|----|
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | 50 | 68 |
|----------------------------|---|-----|-----|-----|-----|-----|----|----|

**Socio-Economic Status**

|                  |     |      |      |      |      |      |    |      |
|------------------|-----|------|------|------|------|------|----|------|
| Subsidized meals | 126 | 99.2 | 29.3 | 59.5 | 11.2 | 70.7 | 54 | 60.8 |
|------------------|-----|------|------|------|------|------|----|------|

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

|                            | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary | School<br>Attendance Rate | District<br>Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing                    |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| All Students               | 383                              | 99       | 17.8      | 42.5  | 39.7        | 82.2                         | 70.6                           | 72.1                        | 96                        | 95.9                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 198                              | 99.5     | 21.2      | 46.6  | 32.3        | 78.8                         | 63.3                           | 65.2                        | 96                        | 95.7                        |
| Female                     | 185                              | 98.4     | 14.2      | 38.1  | 47.7        | 85.8                         | 78.5                           | 79.2                        | 96                        | 96                          |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 281                              | 98.6     | 14.7      | 40.8  | 44.5        | 85.3                         | 79                             | 80.8                        | 95.7                      | 95.5                        |
| African American           | 92                               | 100      | 26.7      | 47.8  | 25.6        | 73.3                         | 60.9                           | 59.7                        | 96.8                      | 96.3                        |
| Asian/Pacific Islander     | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | I/S                            | 87                          | 98.4                      | 97                          |
| Hispanic                   | 7                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 57.8                           | 64.6                        | 95.8                      | 96.7                        |
| American Indian/Alaskan    | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | I/S                            | 73.4                        | 96.1                      | 90.8                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 46                               | 95.7     | 60.5      | 30.2  | 9.3         | 39.5                         | 23.2                           | 27.7                        | 95                        | 94.5                        |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 63.5                        | N/A                       | 99.9                        |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 46.2                           | 63.7                        | 96.3                      | 97.4                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 182                              | 98.4     | 29.9      | 44.9  | 25.1        | 70.1                         | 60.2                           | 61.9                        | 95.3                      | 95.5                        |

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample



PASS Performance By Grade Level

|                       | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 119                              | 100      | 13.3      | 40.7  | 46          | 86.7                  |
|                       | 4     | 126                              | 100      | 13.3      | 42.5  | 44.2        | 86.7                  |
|                       | 5     | 121                              | 100      | 12.1      | 47.4  | 40.5        | 87.9                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010                  | 3     | 134                              | 100      | 12.8      | 23.2  | 64          | 87.2                  |
|                       | 4     | 126                              | 99.2     | 11        | 41.5  | 47.5        | 89                    |
|                       | 5     | 126                              | 100      | 11.5      | 49.2  | 39.3        | 88.5                  |
|                       | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| Mathematics           |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 119                              | 100      | 31.9      | 38.9  | 29.2        | 68.1                  |
|                       | 4     | 125                              | 100      | 15.1      | 53.8  | 31.1        | 84.9                  |
|                       | 5     | 121                              | 100      | 24.1      | 56    | 19.8        | 75.9                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010                  | 3     | 134                              | 100      | 26.4      | 40.8  | 32.8        | 73.6                  |
|                       | 4     | 126                              | 99.2     | 20.3      | 54.2  | 25.4        | 79.7                  |
|                       | 5     | 126                              | 100      | 19.7      | 61.5  | 18.9        | 80.3                  |
|                       | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| Science               |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 60                               | 100      | 23.6      | 50.9  | 25.5        | 76.4                  |
|                       | 4     | 124                              | 100      | 19.5      | 63.6  | 16.9        | 80.5                  |
|                       | 5     | 60                               | 98.3     | 18.6      | 59.3  | 22          | 81.4                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010                  | 3     | 68                               | 100      | 32.3      | 40.3  | 27.4        | 67.7                  |
|                       | 4     | 125                              | 100      | 28        | 58.5  | 13.6        | 72                    |
|                       | 5     | 63                               | 98.4     | 21.3      | 59    | 19.7        | 78.7                  |
|                       | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Grade Level

|                | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies |       |                                  |          |           |       |             |                       |
| 2009           | 3     | 59                               | 100      | 20.7      | 63.8  | 15.5        | 79.3                  |
|                | 4     | 125                              | 100      | 11.8      | 61.3  | 26.9        | 88.2                  |
|                | 5     | 61                               | 96.7     | 15.8      | 49.1  | 35.1        | 84.2                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010           | 3     | 66                               | 100      | 25.4      | 57.1  | 17.5        | 74.6                  |
|                | 4     | 125                              | 100      | 16.9      | 67.8  | 15.3        | 83.1                  |
|                | 5     | 63                               | 98.4     | 28.3      | 60    | 11.7        | 71.7                  |
|                | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| Writing        |       |                                  |          |           |       |             |                       |
| 2009           | 3     | 119                              | 100      | 16.7      | 36    | 47.4        | 83.3                  |
|                | 4     | 126                              | 99.2     | 12.5      | 50.8  | 36.7        | 87.5                  |
|                | 5     | 121                              | 100      | 21.6      | 46.6  | 31.9        | 78.4                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010           | 3     | 133                              | 99.3     | 21.4      | 41.3  | 37.3        | 78.6                  |
|                | 4     | 125                              | 99.2     | 15.4      | 40.2  | 44.4        | 84.6                  |
|                | 5     | 125                              | 98.4     | 16.4      | 45.9  | 37.7        | 83.6                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample